

Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

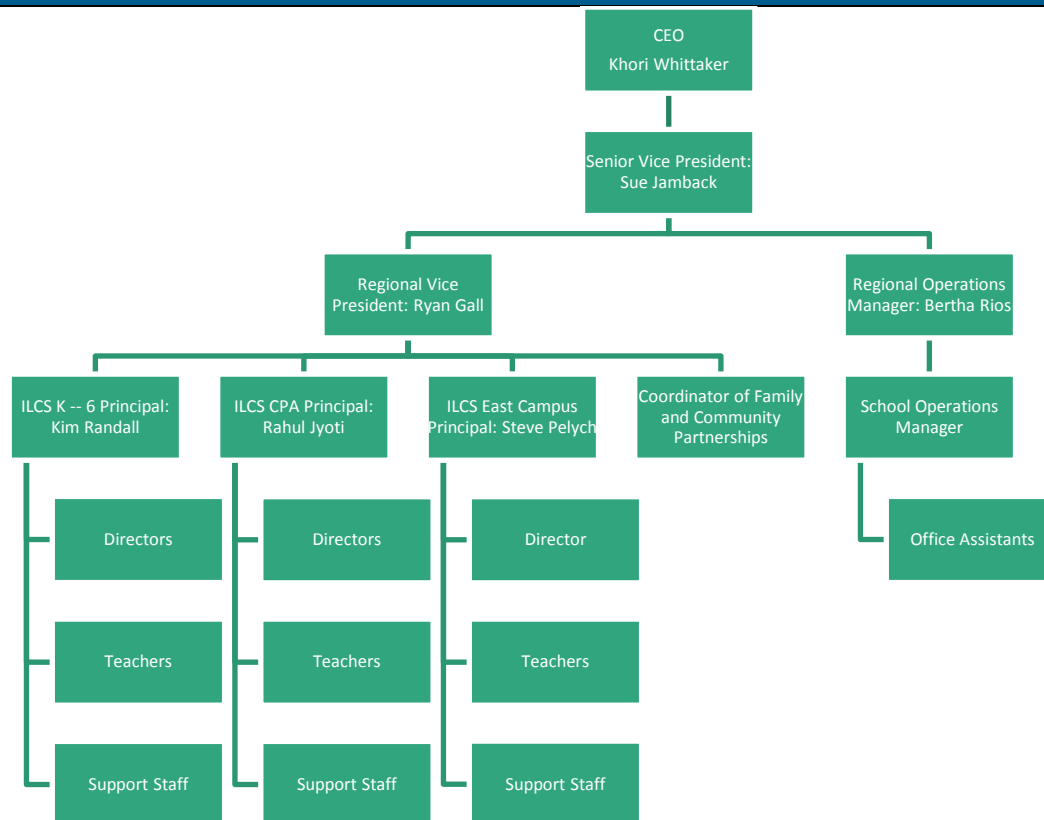
3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	MS	AS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						AS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						MS
	Consistency in providing information to and consulting with the schools' board of directors						ES

In 2014-2015, the leadership team at Indianapolis Lighthouse Charter School (ILCS) consisted of a Regional Vice President (RVP), a K-6 Principal, a 7-12 Principal, and a Principal for the East campus. Mid-year, the school experienced a transition with the 7-12 Principal, who was replaced with the school's Director of College Transition. Though this transition caused an adjustment period within the school, the new Principal was able to quickly establish leadership systems to maintain school operations and even improve the academic

programming and culture among the students and staff. All members of the leadership team demonstrated sufficient experience and have worked at the school for several years. Roles and responsibilities were clearly delineated with the RVP responsible for the overall oversight of operations and programming and the Principals responsible for staffing, student performance, and daily operations of their respective grade levels and campus.

The RVP met frequently with Principals to monitor school goals and operations as well as to offer support where needed. He also maintained consistent communication with the board of directors, Lighthouse Academies of Indianapolis (LAI), the school's management organization, and the Mayor's Office. Additionally, he has fostered several community partnerships, including those with local schools and universities, mentoring programs, college counseling organizations, and teacher preparation and training organizations that directly support the school and its students. The RVP and Principals provided a thorough report to the board at every meeting that included accurate and relevant information.

Organizational Chart



The RVP and Principals consistently engaged in a process of results-oriented data analysis. With a strong emphasis on school culture, the school successfully decreased its out-of-school suspension rate by 32% from the previous year. This was particularly pronounced at the K-6 level. Additionally, leaders reflected on interim assessments frequently throughout the year to monitor student achievement and to make curriculum and instruction adjustments where needed.

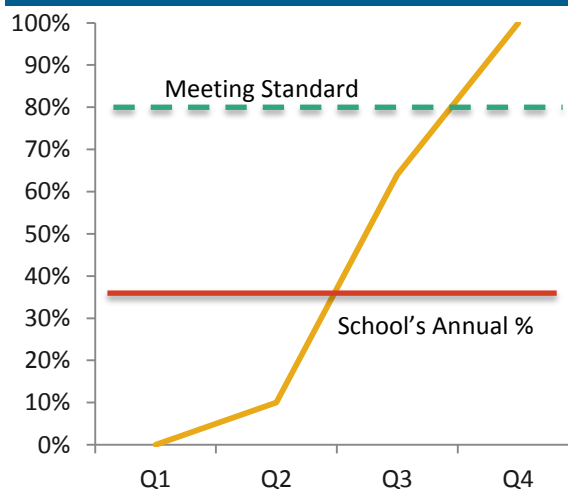
Overall, despite the turnover with the 7-12 Principal, the leadership team at ILCS demonstrated sufficient academic and organizational capability. Thus, ILCS receives a Meeting Standard for school leadership.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	AS	DNMS	AS				
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						DNMS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						AS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2014-2015 school year, the Regional Operations Manager (ROM) was primarily responsible for submitting compliance documents to the Mayor's Office (OEI). ILCS failed to meet many deadlines for required reports and documents with only 36% of them submitted on time. Mid-year, the RVP took on more responsibility for reporting and submission time improved dramatically. At the close of the year, ILCS had no outstanding documents.

ILCS maintained compliance with all material sections of its charter and submitted amendments when necessary. Additionally, the RVP and Principals were consistently and actively engaged during and between meetings with OEI. However, due to the concerns with reporting, ILCS receives an **Approaching Standard** for compliance obligations.

On-Time Compliance Reporting Percentage (3.2a)



3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.3 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	DNMS	MS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						ES
	Clear understanding of the mission and vision of the school						MS
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						MS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

During the 2014-2015 school year, the board was comprised of individuals with experience in board governance, education, policy, business, community engagement, and law. In accordance with the board by-laws, two parents and representative from LAI also served as directors. Additionally, the board recruited two additional directors throughout the year to add expertise in technology and marketing.

During the year, the board continued to work towards improving its oversight systems. This included establishing standardized monthly board reports, delineating roles and responsibilities among individual directors, and creating committees. A review of meeting minutes and notes demonstrates the board's understanding and commitment to the school's mission to prepare students for college through a rigorous arts-infused program. This commitment was especially apparent during the 7-12 principal transition as well as during an unexpected budget shortfall. During these times, directors remained focused on what was best for the students at the school. The board met monthly and regularly met quorum, with the majority of directors consistently in attendance. Although the board continued to rely heavily upon the school leadership to provide information and lead discussions, the majority of directors were regularly engaged in discussions, asking clarifying questions and contributing perspective where appropriate.

Skill Sets Represented on Board

Education



Technology



Legal



Business/
Marketing



Community



Parent



CMO



Board Overview

Lighthouse Academies of Indiana, Inc. holds the charter for Indianapolis Lighthouse Charter School.

9 **majority**
Members **# Required for Quorum**

The ILCS board meets monthly.

The ILCS board contracts with Lighthouse Academies, a Charter Management Organization that operates 18 schools across 7 different states.

The board chair and RVP consistently communicated with one another and the Mayor's Office (OEI). As they worked through the leadership transition and budget shortfall, they were transparent, proactive, and collaborative in communicating updates and concerns with the board and OEI.

In governance operations, the board maintained compliance with its bylaws throughout the course of the year. Meetings were held as scheduled, met quorum, and abided by Indiana Open Door Law. No conflicts of interest were noted during the 2014-2015 school year, but the board will need to continue to monitor this as long as an employee of LAI serves as a director.

Due to the consistent development, leadership, and stewardship of the board of directors, ILCS receives a **Meets Standard** for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	n/a	MS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						ES
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						ES
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

The ILCS board held monthly meetings in which all stakeholders, including the RVP, Principals, network employees, and relevant school staff provided thorough reports on school performance. Between meetings, the board chair regularly met and communicated with RVP to provide leadership and support in school initiatives and events.

Annually, both LAI and school leaders receive a thorough evaluation, with the board evaluating LAI and the RVP evaluating school leadership. While the board did make many strides to improve its own performance, there were no formal systems for setting board goals or evaluating progress. This hindered the board in creative goals and objectively assessing its own performance at the close of the year.

In every observed interaction, the board and the school leadership team appear to have a positive and collaborative working relationship. The Principal was proactive, self-reflective, and self-motivated, which allowed for relevant and transparent meetings that demonstrated a constant commitment to school improvement. For the reasons discussed above, ILCS receives a Meets Standard for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	MS	MS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2014-15, ILCS's facilities met all health and safety code requirements and provided a safe environment conducive to learning. The design, size, maintenance, security, equipment and furniture at both campuses were all adequate to meet the school's needs. The Mayor's Office monitoring of ILCS's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school is meeting standard for this indicator for 2014-15.

3.6. Is the school meeting its school-specific non-academic goals?							
Indicator Targets	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.					
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals					
3.6 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	NA	NA	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Out-of-school student suspension rates decrease by 20% - 29% from the previous academic year.						ES
	86% - 90% of eligible students re-enroll (excludes students who graduate and/or relocate out of the city).						AS

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2014-15 school year, ILCS set its first non-academic goal around decreasing out-of-school suspensions from the previous year. The school reported an overall 32% decrease in out-of-school suspensions, and therefore, the school receives an **Exceeds Standard** on this goal.

ILCS set its second goal around student retention. The school reported that 78.38% of eligible students re-enrolled for the 2015-2016 school year, and therefore receives an **Approaching Standard** on this goal.

Overall, due to the individual ratings on the goals above, Indianapolis Lighthouse Charter School receives a **Meets Standard** on this indicator for the 2014-15 school year.